

Lit & Soc – Writer's Revision Sheet

Original (what you wrote)	Revision (how it changed after feedback)	Explanation/Rule (catchy way to remember next time)
Employer	Parent	Genre was for parent, not employer
Extremities	Aspects	Better for audience
Use those details to properly use them	Use them properly	Makes shorter and better for audience
I found fact	I found that	Change word
Sports, not	Sports; not	Make two sentences

Peer Review: Praise/Question/Suggestion/Response

Expectations What is it you hope to gain from peer review today?

MISTAKES I have made, so I can fix them

Plans

What practices might help you/your classmates attain those expectations?

Reading Carefully looking for all big and small MISTAKES

Procedure

For this peer review, groups of three will follow these steps:

1. Author: sets expectations; reads/explains Portfolio aloud
2. Peers: write comments using rubric; share praise/questions
3. Author: asks questions/responds to peer comments
4. Peers: make suggestions/respond to author questions

Have you received comments about...?	Member 1	Member 2	Summarize those comments below
Thorough, specific use of details?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Used good details
Organization of evidence?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	did well
Genre conventions Examples provided and thoroughly explained for each goal	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	could work on examples
Techniques discussed in class? Project explanations for outsiders	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	good techniques
3 INs for examples			

Reflection

Now that you've received some comments, how will you address them when you revise your work?

I will fix the MISTAKES I made in my paper

Evaluation

Were your expectations met today? Why or why not?

yes because we found mistakes and now I can fix them

Criterion/Grade	4.0	3.0	2.0	1.0
Organization: arranges relevant details clearly to accomplish purpose(s)				
Content: uses details thoroughly and specifically to make point(s)				
Conventions: style and grammar match the models read in class				
Technique: uses composing practices discussed in class				

A 4.0 is... Relevant details selected and clearly arranged to make point(s)
 Details used thoroughly and specifically to make point(s)
 Style/grammar of genre(s) examined in class used appropriately for author's own purposes
 Composing techniques discussed in class are used appropriately for author's own purposes

A 3.0 is... Relevant details selected and arranged to make points
 Details used thoroughly or specifically to make point(s)
 Style/grammar of the genre(s) examined in class are used appropriately but mechanically
 Composing techniques discussed in class are used appropriately but mechanically

A 2.0 is... Details arranged to make point(s)
 Details used to make point(s)
 Style/grammar of the genre(s) examined in class are attempted but not always appropriate
 Composing techniques discussed in class are attempted but not always appropriate

A 1.0 is... Details do not seem relevant; arrangement unclear
 Lacks details; does not make point(s)
 Style/grammar of the genre(s) examined in class are not used
 Composing techniques discussed in class are not used

Please fill out this chart in preparation for conversation with your two peer review partners;
 Then fill it out for yourself (along with the rubric above) to hand in with your final draft.

Criterion	Partner 1		Partner 2		Myself	
Arranged relevant details clearly to accomplish the purpose(s)?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Example: stated purpose and main point then gave examples to back that up		Example:		Example: yes I used details to have a purpose	
Used details thoroughly and specifically?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Example: Gave good explanations of each goal.		Example:		Example: yes I explained my details well	
Style and grammar match the models we read in class?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
	Example: followed the model that was given to us and had little grammar mistakes		Example:		Example: used models	
Used the composing practices we discussed in class?	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
3 INs	Example: showed exactly what he used the 3 in's and how he used them		Example:		Example: used 3 IN's in goal C.	
Implemented the feedback received from Dr. Sherry and my peers?					Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
					yes I changed what Dr. Sherry said I should	